GCSE Media Curriculum Intent 2024-2025

Year 10	Topic 1- Introduction What is Media			Topic 2 – Section B: Magazines & Posters			Topic 3 – Section B: Exploring Media Industries and audiences:			Topic 4 – Component 3(NEA)		
Knowledge	- Introduction into the meaning of media - Semiotics - Connotation - Denotations - Narrative theories - Spectra- James bond Uses and Gratification			- In-depth study covering all areas of the theoretical framework: - Media language - Representation - Media industries - Audiences Media - Contexts Vogue (July 2021) GQ (August 2019)			- Newspaper Radio: - Film (media industries only) Video games No Time to Die (2021) - Theoretical Framework - Media Language - Representation - Media Industries			**Component 3** is internally assessed and externally moderated. The total number of marks available is 60: • 10 marks for the statement of aims • 20 marks for creating a media product that meets the requirements of the set brief • 30 marks for creating a media product which uses media language to communicate meanings and construct representations. - The assessment of this component will be based on the statement of aims and the media production. Learners who **do not submit a production will be awarded zero marks for the statement of aims.**		
Skills	**Analysis** I can write a P.E.E sentences demonstrating I understand, describe, select or retrieve representations, ideologies and beliefs from media texts and identify the media language used to create them with references from the set text.	**Comparison** I can write a P.E.E sentence using discourse markers Identifying different and similar representations, ideas and meanings being conveyed in media texts	**Creative**	**Analysis** I can identify and comment on the genre conventions of texts, through the use of media language and presentational features at text level	**Comparison** I can write P.E.E sentences identifying and commenting on the similarities and differences of genre conventions used in media texts.	**Creative**	**Analysis** Explain effect on the audience and the media producer's Intended message/ meaning/ purpose of the writer.	**Comparison** I can write a P.E.E paragraph explaining the similar and different effects on an audience from media texts	**Creative**	**Analysis** I can write a paragraph demonstrating my knowledge and understanding of the theoretical framework of media to make comprehensive judgements and conclusions own project.	Comparison I will be applying prior knowledge from topics 2 &3 to plan my production using the codes and conventions for my chosen product.	Creative How to use canva How to create a blog to track their research and planning Create mock ups Create market research (forms) questionnaires
Year 11	**Topic 5 –** Media Theorist			**Topic 6– The Archers**			**Topic 7 – F o r t n i t e**			**Topic 8-Revision**		
Knowledge	- Bell Hook-Oppression/Feminism - Todorov- Equilibrium - Barth-Enigma - Propps- Characters - Laura Malvey- Male Gaze - Katz & Blumler: Uses and Gratification - Levi Strauss: Binary opposites - Blumler and Katz -			The Archers: - Media language - Representation - Media industries - Audiences Media - Contexts			Fortnite (2017) - Theoretical Framework - Media Language - Representation - Media Industries			-		
Skills	**Analysis** I can identify and comment on the genre conventions of texts, through the use of media language and presentational features at text level	**Comparison** I can write a P.E.E sentences identifying and commenting on the similarities and differences of genre conventions used in media texts.	**Creative** Develop creative skills	**Analysis** Refine analysis skills	**Comparison**	**Creative**	**Analysis** Explain effect on the audience and the media producer's Intended message/ meaning/ purpose of the writer.	**Comparison** I can write A P.E.E paragraph explaining the similar and different effects on an audience from media texts	**Creative**	**Analysis** Refine analysis skills	**Comparison**	**Creative**

GCSE Media Curriculum Intent 2024-2025

Year 11	Topic 1- Understanding Forms and Products- Crime Drama			Topic 2 – Representation (Luther)			Topic 3 – Magazine front covers Film posters (marketing)			Topic 4 – Section B: Exploring Media Industries and audiences		
Knowledge	**Component 2 Exam Paper:** **Focus Areas:** - Media Language - Representation - Media Industries - Audiences - Media contexts Luther, Series 1, Episode 1 (2010), 15 • Original broadcaster: BBC Plus a ten-minute extract from: The Sweeney, Series 1, Episode 1 (1975), 15 • Original broadcaster: ITV. - Plus a ten minute extract from: The Sweeney, Series 1, Episode 1 (1975, cert. 15) • Original broadcaster: ITV			- Racism/ ethnicity - Stereotypes - Binary opposites - Props characters - Commercial TV vs PSB (BBC) - TV Regulation and license fee			Newspaper front pages Print Advertisements - Vogue (July 2021) GQ (August 2019) - The Man with the Golden Gun (1974) - No Time to Die (2021) The Guardian (18 January 2022) - The Sun (01 January 2021) - Quality Street (1956) - This Girl Can (2015) -			Newspaper Radio: The Sun/ The Archers Film (media industries only) Video games No Time to Die (2021) Fortnight (2017) The history of radio - PSB remit - Commercial radio vs PSB (BBC) - Technology and radio - Watch one live lounge show Diversity in radio - Archers -		
Skills	**Analysis** I can write a P.E.E paragraph d e m o n s t r a t i n g I understand, describe, select or retrieve representations, ideologies and beliefs from media texts and identify the media language used to create them with references from the set text.	**Comparison** I can write a P.E.E paragraph using discourse markers Identifying different and similar representations, ideas and meanings being conveyed in media texts	**Creative**	**Analysis** I can identify and comment on the genre conventions of texts, through the use of media language and presentational features at text level	**Comparison** I can write a P.E.E sentences identifying and commenting on the similarities and differences of genre conventions used in media texts.	**Creative**	**Analysis** Explain effect on the audience and the media producer's Intended message/ meaning/ purpose of the writer.	**Comparison** I can write a P.E.E paragraph explaining the similar and different effects on an audience from media texts	**Creative**	**Analysis** I can write a P.E.E paragraph demonstrating my knowledge and understanding of the theoretical framework of media to make comprehensive judgements and conclusions.	Comparison	Creative
Year 11	**Topic 5 –Music and Representation**			**Topic 6- Music and the Media**			**Topic 7- NEA**					
Knowledge	**Two music videos** from the following options will be studied: - Either Lizzo, Good as Hell* (2019) - Or Taylor Swift, Bad Blood (2014) - AND Either Bruno Mars, - Uptown Funk (2014) or - Justin Bieber, Intentions (2020). Media language Representation Media industries Audiences Media contexts Music videos from the 1980s and early 1990s. The following music videos will be studied: TLC, Waterfalls (1995) *Reference should be made at least to Facebook and Twitter or other social media outlet*			**Component 2** **Focus Areas:** - Music and Representation - Star Persona - Websites codes and conventions - Uses are gratification - Marketing - Audiences - Media contexts			- Check list completed - All green pen completed - Apply Magazine Industry (regulation IPSO) - Ensure coursework brief met - Reflection - Problem solving skills - Decision Making - Create final draft of front cover - Create final drafts of double paged spread			-		
Skills	**Analysis** : Apply knowledge and understanding of the theoretical framework of media, to analyse media products including in relation to their contexts and through the use of	**Comparison** I can write a P.E.E paragraph Identifying the different applications in targeting a specific audience through a stars persona.	**Creative**	**Analysis** I can apply Academic theories to questions regarding music the media and representation.	**Comparison**	**Creative**	**Analysis**	**Comparison**	**Creative** **Complete production to specific guide's specified by WJEC. Complete an evaluation that highlight www and EBI.**			